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ABSTRACT

Sheraton's Unified Commitment Concerning Employee's Self-Success (SUCCESS) Program is a workplace literacy partnership between ITT Sheraton Hotels in Hawaii and the University of Hawaii-Manoa, College of Education. The program provides workplace literacy skills training to employees of the four participating Sheraton Hotels in Hawaii. The SUCCESS program has three components: basic reading, writing, and mathematics skills; high school diploma preparation; and English as a second language. Classes are customized to meet employees' needs. The design of the program also emphasizes evaluation, so that it can produce measurable results that businesses can understand. More than 330 Sheraton employees have participated in the program, and the program has received an additional federal grant allowing it to expand to three more Sheraton properties in Hawaii. Literacy training has developed employees' self-confidence; this has increased their productivity, improved guest interaction, and helped employees move toward personal and career goals. According to supervisors, more than two-thirds of participants have shown improvement in their work, six participants have been promoted, and two have completed their Graduate Equivalent Degrees. (This report includes photos of participants, tutors, and management; success stories; suggestions for developing a similar program; a program model; charts of results; funding information; personnel roles; lists of cooperating agencies; and addresses for further information.) (KC)

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THE STORY OF S.U.C.C.E.S.S.

A Model Workplace Literacy Program

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A Business/Education Partnership between ITT Sheraton Hotels in Hawaii and the University of Hawaii at Manoa, College of Education.

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Printing of this booklet was funded by ITT Sheraton Hotels in Hawaii. Written and edited by Ms. Anita K. S. Li of the University of Hawaii-Manoa, and Ms. Stephanie Marn of ITT Sheraton Hotels in Hawaii.

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EXECUTIVE CHAMBERS

HONOLULU

JOHN WAIHEE

GOVERNOR

MESSAGE FROM GOVERNOR JOHN WAIHEE

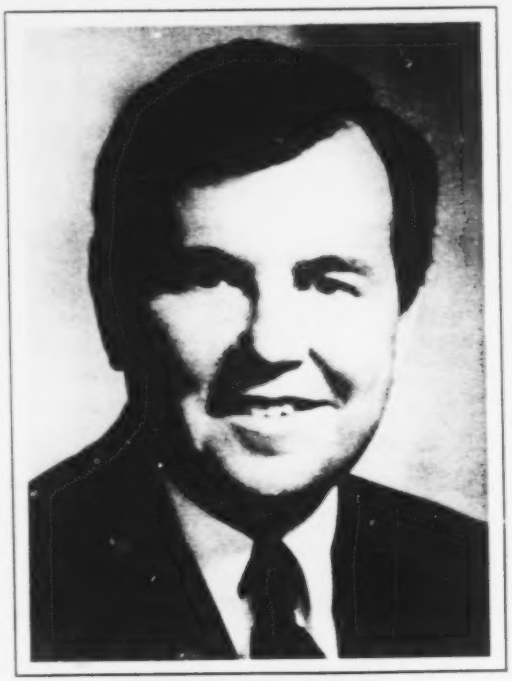
Hawaii is at a crossroad. The world economy is changing. World trade, new technologies, and global competition place new requirements on the work place and the work force. If Hawaii is to compete, we need to develop a work force whose skills match the requirements.

The Skills Enhancement Literacy Project of Hawaii, Project S.U.C.C.E.S.S. is a business and education partnership between ITT Sheraton Hotels in Hawaii and the University of Hawaii. Project S.U.C.C.E.S.S. has been serving Sheraton Hotels' employees since 1989. This outstanding job specific program has demonstrated measurable effectiveness.

On behalf of the State of Hawaii, I would like to congratulate all of the individuals and organizations involved in this business-education partnership. It is our hope that Project S.U.C.C.E.S.S. will be a model for other businesses committed to developing a "leading edge" work force.

JOHN WAIHEE

THE BEGINNING



Patrick J. Birmingham
Director of Operations
ITT Sheraton Hotels in Hawaii-Japan

Dr. Albert Simone
President
University of Hawaii

The S.U.C.C.E.S.S. Program is a workplace literacy partnership program between ITT Sheraton Hotels in Hawaii and the University of Hawaii-Manoa, College of Education, under the support of **Mr. Patrick J. Birmingham,** Director of Operations for ITT Sheraton Hotels in Hawaii-Japan, and **Dr. Albert Simone,** President of the University of Hawaii.

The S.U.C.C.E.S.S. Program, Sheraton's Unified Commitment Concerning Employee's Self-Success, provides workplace literacy skills training to employees of the four (4) participating Sheraton hotels: the Sheraton Waikiki, Royal Hawaiian, Princess Kaiulani and Moana Surfrider.

Though ITT Sheraton offered English as a Second Language to its employees through the hotels' training departments, the concept of workplace literacy was still a fairly new term. Yet, if literacy training was considered new at the time, so too was the idea of a joint partnership of business and education in a literacy project.

The recognition of the literacy needs of employees led the perspective partners to meet and discuss the project. The University found ITT Sheraton executives eager and most receptive to the idea of a joint workplace literacy program. Upon a series of meetings to discuss each partner's expectations, contributions and responsibilities, a partnership agreement and a project proposal was developed and submitted to the United States Department of Education for application of a grant under the National Workplace Literacy Program. ITT Sheraton's demonstrated commitment to the program resulted in the project qualifying for the grant.

Mr. John C. Brogan, Senior Vice President and Area Manager, ITT Sheraton Hotels in Hawaii-Japan and Managing Director of the Sheraton Waikiki Hotel, Mr. Richard T. Hashimoto, Senior Vice President and Divisional Director of Personnel and Industrial Relations, ITT Sheraton Hotels in Hawaii-Japan, and Ms. Akiko Takahashi, Regional Manager for Human Resources, ITT Sheraton Hotels in Hawaii-Japan, play integral roles both in gaining commitment and support for the project and also in the actual project implementation.

Dr. Lawrence Zane, Professor of Education from the University of Hawaii and Ms. Anita K.S. Li, Project Coordinator for S.U.C.C.E.S.S., are responsible for project administration, implementation and evaluation.

The Project's Advisory Council, comprised of experts from different fields, as well as the hotel's top executives, provides leadership and direction for the project.

The project would like to extend its special thanks to the many individuals and organizations who provided the project with invaluable services and assistance. We recognize that without their support this project would not have been successfully accomplished.

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S.U.C.C.E.S.S. ADVISORY COUNCIL

LYNNE WAIHEE

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JOHN C. BROGAN

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ANDY Y. NII

RICHARD T. HASHIMOTO

JUAN ADER

KENNETH YEUNG

JUANITA CAMPOLLO

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S.U.C.C.E.S.S. ORGANIZATION CHART

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PROJECT COORDINATOR
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University of Hawaii-Manoa

SECRETARY

INSTRUCTOR
(Full Time)

TUTORS
(Volunteer & Staff)

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Managing Director,
Sheraton Waikiki Hotel

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Housekeeping Department
Sheraton Waikiki Hotel

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Senior Vice President and
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The Governor's Council for Literacy
1989-1990

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LYNNE WAIHEE
First Lady, State of Hawaii,
Honorary Chairperson,
The Governor's Council for Literacy

KENNETH YEUNG
Kon Tiki Restaurant
Sheraton Waikiki Hotel

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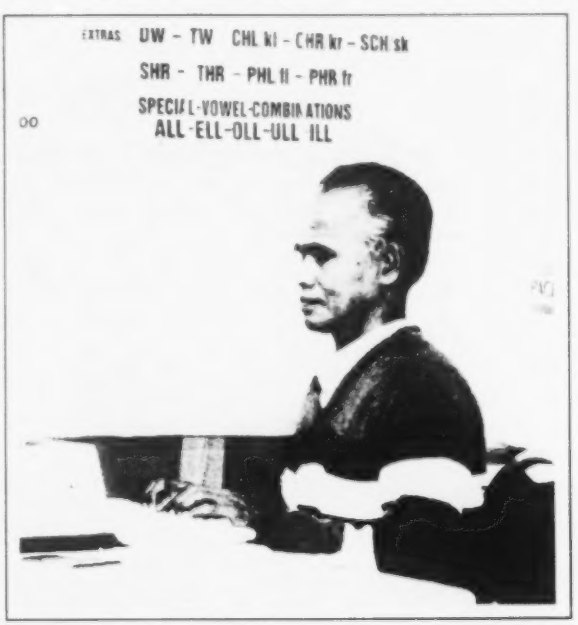
INTRODUCTION

How does illiteracy harm our business and economy? In the United States, more than 27 million adults are illiterate. More than 154,000 adults in Hawaii - *one in five people* - cannot read beyond the 5th grade level. Illiteracy in the workplace is associated with safety risks, loss of productivity, poorer quality of goods and services, loss of efficiency, loss of customers, and labor shortages. The bottom line is that illiteracy is costly in human, social and business terms. More literacy and other basic skills training are desperately needed to overcome skills hurdles and labor shortages. The increasing percentage of women, minorities and immigrants in the work force, as well as the escalating skill requirements for jobs in this era of rapid technological advancement, will lead to severe shortages of qualified and adequately trained workers.

The business-affiliated Committee for Economic Development forecasts a shortage of over 23 million American workers in the early 1990s, translating to unfilled jobs, lost production, and business lost to foreign competition. The effects will be especially pronounced in the service sector, where virtually all job growth will take place for the rest of the century. No matter how one looks at the issue, our illiterate and/or immigrant population of workers means employers will spend more time, effort and money than ever to recruit, develop and compete to retain skilled employees.

Businesses have been slow to respond to illiteracy issues because the perception exists that it is a social responsibility. Only recently have businesses seen the connection of how these issues can seriously affect business profits and results. Only 1% of the $210 billion currently spent by employers on formal and informal training goes toward raising basic skills. Small business with fewer than 100 employees created roughly half of all new jobs in recent years, yet only about 13% of small firms offer any formal training to workers with less than a high school diploma. Within the Business/Personal Services sector of Hawaii's economy, comprised in large part of hotel/restaurant workers, it is estimated that 30% of employees are functionally illiterate.



The SUCCESS literacy program (Sheraton's Unified Commitment Concerning Employee's Self-Success) is based upon the belief that at ITT Sheraton, workplace literacy addresses not only social and community concerns, but also presents a solution to issues facing businesses today, such as recruitment and retention.

Mr. Patrick J. Birmingham, Senior Vice President of ITT Sheraton Corporation and Divisional Director of Operations for the Hawaii-Japan Division, explains Sheraton's involvement:

"We improve our people, products and services; we build upon community concerns and we get satisfaction from being responsible members of our community. SUCCESS began as a way of helping employees become better members of the community. SUCCESS is about Sheraton people helping other Sheraton people. *Through this, we cannot help but also benefit from the program outcomes, such as increased employee loyalty and productivity and, ultimately, enhanced customer service, which are obvious needs of businesses today."*

Commitment of top executives within the Sheraton organization has never been a question. As Ms. Akiko Takahashi, ITT Sheraton's Regional Manager of Human Resources, explains:

"From the onset, ITT Sheraton's top executives were involved. With Mr. Patrick J. Birmingham's support, other key executives such as Mr. Richard Hashimoto, Senior Vice President, Personnel and Industrial Relations, and Mr. John Brogan, Senior Vice President, Area Manager, were instrumental in providing the clout necessary to 'get things done.' *Top level commitment and support is especially crucial to the success of any program, and it doesn't stop here. Once this commitment is established at the top, one has to cascade the marketing and selling of the program to the next level of managers, until everyone has* 'bought into the cause.' *The involvement and contribution of ALL people in the organization is important."*

By October of 1988, ITT Sheraton Hotels established a working partnership with the University of Hawaii. What the partnership demonstrates is how Hawaii's business people can work

SUCCESS is about "Sheraton people helping other Sheraton people." Through this, we cannot help but also benefit from the program outcomes, such as increased employee loyalty and productivity and, ultimately, enhanced customer service, which are obvious needs of business today.

together with an educational organization to deal with specific literacy needs. As Takahashi explains:

"The partnership enables the incorporation of academic expertise into the very much target-based, result-oriented training in the business environment. By working together, the gap between academic theories and the needs of business is narrowed to produce a practical and effective program in the real business world."

Dr. John Dolly, Dean of College of Education, University of Hawaii-Manoa, expresses the University of Hawaii's role in the partnership program:

"The SUCCESS project marks an attempt not only to confront illiteracy where it is prevalent, but to more importantly demonstrate to others that teaching literacy is good business and good FOR business. Through the demonstration partnership project, the University hopes to provide more research data in the field of workplace literacy in our State, and to set an example of workplace literacy programs between education and business."

The SUCCESS Program has three components: 1) basic reading, writing and math skills; 2) high school diploma preparation; and 3) English as a Second Language.

Ms. Anita Li, Project Coordinator of the SUCCESS program, describes the program development:

"The classes are designed to meet very specific needs. We listen to employees and to the department heads, and from their feedback, customize classes and lessons so that the results are relevant, practical and applicable to the employees' and the departments' needs, both on and off the job."

Overcoming the formidable barriers to participation is not easy. The psychological/social stigma of being *illiterate* can prevent people from coming forward to receive needed training. SUCCESS relies heavily on *word-of-mouth* advertising by its students, as well as department heads and co-workers, to reach employees unable to read. As many illiterate adults are often too ashamed of their illiteracy to come forward and receive help, SUCCESS has taken great efforts to assure the participants' confidentiality, if they so choose.

Also, additional commitments of family or a second job make it difficult for many to find the time to participate. To address this barrier, SUCCESS is open from 8:00 a.m. to 6:00 p.m., six days a week, and Sundays by appointment, to accommodate participants' schedules.

The design of the program also places a strong emphasis on evaluation. It is absolutely essential to have tangible, concrete measurements that businesses can understand. Attainment of such measurable results will further strengthen commitment and support for the program from all levels. The hotel is interested to know what successes have been achieved and how the program is helping its business and employees. In order to measure the program's effectiveness in terms of measurable results, from the start the program has built in measurement mechanism so we can make sure we are on target.

Though still a developing program, SUCCESS has achieved its share of successes. To date, over three hundred and thirty Sheraton employees have participated in the project. The program has received a second federal grant allowing for the expansion of the program to three more Sheraton properties in Hawaii. Literacy training has developed employees' self-confidence. This self-confidence translates into increased productivity, improved guest interaction, and employees who are one step closer to realizing their career and personal goals. According to feedback from supervisors, over two-thirds of the employees surveyed have shown dramatic improvement in areas such as work attitude, confidence, safety practices, work efficiency and job productivity. In addition, six participants have been promoted within the company, and two participants have completed their G.E.D. In effect, SUCCESS has opened up for employees not only the door to career advancement, but to a whole new world and a whole different outlook.

By far one of the greatest challenges for SUCCESS is addressing illiteracy beyond its classroom walls. How can one program hope to address the 154,000 illiterate adults in the state of Hawaii, or the 27 million nationwide?

Teaching the basics — reading, writing, math skills — help to encourage and convince other organizations to think seriously about addressing literacy needs amongst their own employees and in the community at large. The partnership in SUCCESS offers promise that problems too large for one individual organization or agency to address may be overcome by groups working together. It is hoped that SUCCESS will interest business in workplace literacy, and will lead to the adoption of similar workplace programs throughout the state. SUCCESS, though one of the state's first and only program of its kind in 1989, has since been joined by other workplace literacy programs. At a recent Governor's Council for Literacy Conference, Hawaii was recognized for being a leading state in combatting illiteracy.

SUCCESS STORIES

. . . THE STUDENTS

Kinny So came to SUCCESS while attending his last semester at Kapiolani Community College. The SUCCESS tutors helped to improve his writing skills. What Kinny learned about the SUCCESS program is that *"the program will only help you if you want to help yourself. You must be willing to learn. You must be self-motivated. Otherwise, you won't commit the time and effort to learn. It is important to know your goals and to be determined to reach them."*

When Kinny came to Hawaii from Hong Kong, he was eighteen years old. He attended McKinley High School, graduated, and began working as a waiter in the Ocean Terrace Restaurant

Kinny So
Assistant Manager
Ocean Terrace Restaurant

at the Sheraton Waikiki Hotel, while attending Kapiolani Community College. As Kinny explains: *"As an immigrant, the language barrier always becomes a big hinderance to getting better jobs. People may feel discouraged and frustrated, and lose their self confidence. I was not one to lose sight of my goals of providing a good future for myself and my family."*

To his credit, Kinny earned his Associate Degree in Hotel Operations from KCC after ten years of struggle with English, the language in which the courses were taught. While Kinny could read and comprehend English quite well, he had difficulty putting his thoughts into written English. This difficulty became a fear, and a heavy burden. For Kinny, written assignments loomed more terrifying than any multiple choice examination.

With SUCCESS, Kinny has an English-speaking tutor who, as Kinny says, *"forces me to express myself in English, and try to be understood."* Kinny feels as a result of his training with SUCCESS that a significant improvement in his writing and speaking skills has been made. *"I can now speak with more complete sentences, and be more articulate."* Those who know Kinny also note that with the increase of Kinny's language skills, they have seen Kinny's self-confidence grow.

With the assistance of his SUCCESS tutors, Kinny wrote a resume, and submitted it to the hotel. After meeting with several senior management staff, and waiting patiently for some time, an opportunity knocked. Kinny was promoted to Supervisor of the Ocean Terrace Restaurant — and later to Assistant Manager!

Kinny So, Assistant Manager of the Ocean Terrace Restaurant is proud of his successes, and recommends that others take advantage of the SUCCESS program:

"The SUCCESS Program has helped me tremendously with my writing. It has given me the confidence in writing. Now I am not afraid of writing. In fact, sometimes I even enjoy it! Most of all, the SUCCESS Program provides an opportunity for overcoming the language barrier. It opens new doors and what is more, it gives back the confidence and self-esteem in people for whom English is not their first language."

Howard Akisada received his G.E.D. after a year's hard work at the SUCCESS Program. He was referred by Ms. Betsy Castillo, Personnel Director at the Royal Hawaiian Hotel.

After many hours and much hard work, Howard was able to write, in his own words, his SUCCESS story:

Howard and his tutor at work

"My name is Howard Akisada. I work in the Engineering Department of the Royal Hawaiian Hotel. I was one of seven children in my family. I was very slow in school. I had to go to special school. I had to drop out of school at 16 and went to Lanakila Craft Center. I learned how to use power machines. When I finished my training, they found me a job. I worked at a furniture shop for 12 years. I tried to get my high school diploma through correspondence school. I had quit because it was hard to learn by myself." Howard was drafted and sent to Vietnam. He writes of his experience there: *"I came close to getting killed. I will never forget this experience. After that,*

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. . . the SUCCESS Program provides an opportunity for overcoming the language barrier. It gives back the confidence and self-esteem in people for whom English is not their first language

I succeed that I would get my high school diploma. I got my G.E.D. diploma on May 27, 1990, with the help of SUCCESS. The Royal Hawaiian Hotel gave me a dictionary. I keep it in the SUCCESS center for others to use. I am continuing my education. I would like to thank Sheraton for helping me through these hard times. I joined SUCCESS because I feel that education is very important. People don't realize how a lack of education can affect you. It can be embarassing; it's no fun. I would like to tell others like me:

"Take advantage of what is offered. There are people willing to help you."

Concepcion Amigo was promoted from Room Attendant to Housekeeping Clerk after attending the SUCCESS Program. A former school teacher in the Philippines, Concepcion took full advantage of the SUCCESS programs offered. She attended a SUCCESS business English class, learning to type letters and polish grammar on the computer.

When a temporary office job opened up in the housekeeping department, Concepcion applied for it. Yvonne Rino, then Executive Housekeeper, was surprised with Concepcion's progress and, moreover, impressed with her professional letter of application. Concepcion got the assignment and now encourages others to attend SUCCESS classes. In a graduation speech she wrote:

"What is the SUCCESS Program? Some people have the wrong idea that it is only learning the ABC's, or for short, the 3RS, but they never realize that it is continuing education. When I learned of the many opportunities the company offered, I told myself, 'Why don't I give it a try?' There were times I did not pay attention to my tutor's spelling lessons, but being with her seemed to be golden moments, for without her inspiring efforts she shared with us, I would have lost that will to continue to pursue my dream of continuing my education."

. . . THE TUTORS

The Program is strongly supported by volunteer tutors from the hotel and the community. Their inspiration and dedication have created an encouraging and supportive learning relationship with the students.

Pearla Kouchi, Assistant Personnel Director of the Sheraton Princess Kaiulani Hotel, tutors regularly to a group of Japanese employees. *"If I can help someone succeed in achieving their goals, it is the most enriching part of being a volunteer tutor. It is rewarding to know that I can make a difference in someone's life."*

Barbara Dworshak, Executive Secretary of the Sheraton Princess Kaiulani Hotel, explains her involvement in SUCCESS:

Barbara, Margaret and Pearla (left to right) enjoy being the Program's Volunteer Tutors.

"I think being a volunteer tutor is a wonderful and positive experience. It has shown me the real meaning of SUCCESS. The program is really about achievement, self-fulfillment, personal growth, friendship and winning."

Margaret Enyedy, Training Secretary of the Sheraton Waikiki Hotel, has been a volunteer tutor since the program first started. She usually tutors after work. *"I enjoy teaching and feel there is a need for literacy. I've had some delightful students and I've seen their self-concept grow."*

. . . THE MANAGERS

As important as the commitment from top executives, the support from managers and supervisors has added extra strength to the program.

Mary Novida, Director of Housekeeping for the Royal Hawaiian Hotel notes: *"What the classes really do is give our employees confidence. They build up self-esteem. Those who have taken the classes can now communicate better with guests on the telephone. And they are not afraid to speak up. Employees now realize that they have the ability to advance and be promoted. SUCCESS helps them to realize their own self-worth."*

Richard Kempf, Grounds Superintendent of the hotel, speaks highly of the literacy training provided to his staff. For three months, ten grounds staff participated in an ESL course.

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Special gardening-related vocabulary, such as *ixora* (a common shrub with red flowers) were taught so that the training was relevant to the participants and had a practical application for the workplace. *"It was a wonderful success."*

Ford Fuchigami, Director of Housekeeping of the Sheraton Princess Kaiulani Hotel, had a course for 48 of his staff in chemical safety last year, and another this past summer for 27 in *strategies for guest satisfaction*. In addition, a number of his staff are receiving individualized SUCCESS tutorials. *"The program offers an excellent opportunity for our employees to improve their skills. It has helped our employees become better, both in their job and in their personal life."*

Susan Muraoka, Director of Housekeeping of the Moana Surfrider Hotel, comments that SUCCESS classes have helped her employees better understand the needs of hotel guests and their co-workers. There is a growing interest and enthusiasm of her employees to participate in the SUCCESS program.

Kevin Gleason, Director of Housekeeping of the Sheraton Waikiki Hotel, had two ESL classes for stewards last year while he was Executive Steward. *"The classes helped people communicate better,"* he said. *"I believe that we got a better quality work force."*

The Program is greatly supported by Sheraton's Housekeeping Directors. From left: Susan Muraoka, Mary Nouda, Ford Fuchigami and Kevin Gleason

MANAGERS' & SUPERVISORS' COMMENTS

Over 330 Sheraton employees have participated in the SUCCESS Program and, with their improved abilities and job performance, have made lasting impressions on both the individual participants and their departmental supervisors.

Here are some of the many comments made by respective supervisors and managers about SUCCESS participants after their involvement in the project:

"She has shown exceptional improvement in her working habits and her willingness to help others."
— Princess Kaiulani Housekeeping Dept.

"He is very eager to learn and I feel he has greatly improved due to those classes."
— Ocean Terrace Restaurant

"Her self-confidence is the greatest improvement we have recognized since she began the course. I think it's been worthwhile to her."
— Moana Surfrider Housekeeping Dept.

"His knowledge of the English language has definitely improved over the course of the class."
— Ocean Terrace Restaurant

"Tremendous improvement all around."
— Steward Department

"Improvements are that she has more confidence in doing her task and her attendance is better because she has more confidence."
— Telephone Department

"He has become more confident with the help of these English classes. He also works better with co-workers."
— Ocean Terrace Restaurant

"He was a slow starter. However, after improving his communication skills, he turned out to be an excellent employee that can cover all facets of the operation."
— Laundry Department

"His English is a lot better. He's able to speak and to put into words what he is trying to say. Before, he would have to write down what he wanted to say."
— Steward Department

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KEYS TO SUCCESS

The SUCCESS Program is not only an attempt to address literacy needs here and now, but to develop, as well, a workable model for hotels and other businesses to better meet the needs of workplace literacy training. The program is the first of its kind in Hawaii in terms of concept, design and scale.

While each business will design a program that takes into account its own particular characteristics and needs, we believe that our experience in the SUCCESS Program may be of interest to you, and of value as well. The model we offer does not contain everything you should know to develop a literacy program, and it is certainly not the only source from which you should base your own program's research and development. What this program model can and does offer are suggestions and guidelines that are rooted in our own experience.

ASSESSING LITERACY NEEDS

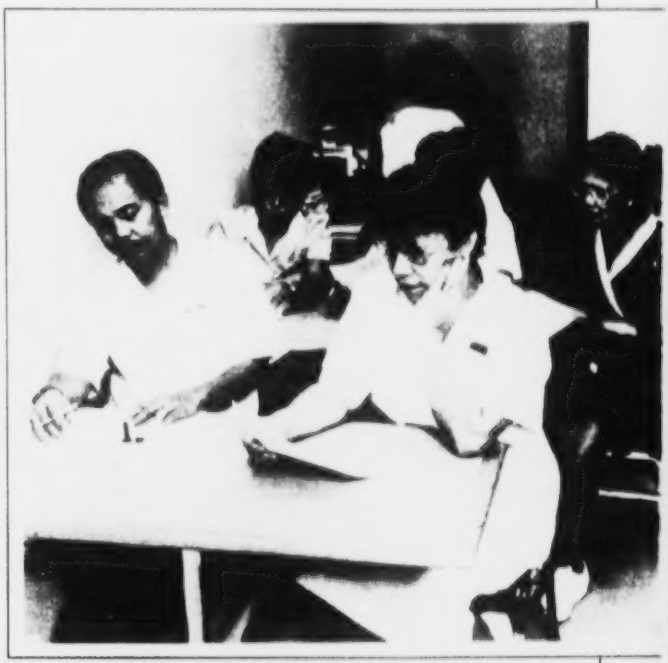
Prior to any planning, the actual literacy needs of the workplace should be assessed. The assessment is a comparison of workplace literacy skills required against the actual literacy level of employees. It begins by getting to know your employees:

- *Reviewing employee records including education level (withholding the names of the employees to ensure confidentiality)*
- *Conducting interviews and surveys with managers, supervisors and employees*
- *Reviewing accident reports, equipment damage, repair records, customer complaints*
- *Reviewing workplace literature (policies, procedures, memos, manuals, signs)*

Questions to ask are — Which job skills are highly dependent upon reading comprehension and writing skills? Would improving literacy improve performance, products or services? And, by how much? Is it expected that higher levels of literacy will be required of employees in the future? Are there problems caused by a lack of literacy skills among workers, such as low productivity, inefficiency, increased accidents and wastage, customer complaints, frequent damage and repair of machine and equipment, poor work attitude, etc.?

OBTAINING TOP COMMITMENT

Top commitment is absolutely critical for any program to succeed. They provide clout and the resources that will be needed as the program experiences barriers. To GAIN commitment, executives must be informed and sold on the idea that meeting business needs are part of the results. To CONTINUE the commitment level, results of programs must be expressed in terms which businesses understand — measurable results.



ESTABLISHING A VIABLE WORKING RELATIONSHIP WITH YOUR PARTNERS

To make the partnership work, it is important to determine how each partner can best contribute and work together to achieve the objectives. Expectations and roles must be clearly defined. They encompass areas such as:

- *Financial commitment*
- *Each partner's responsibilities*
- *Forming advisory council with representatives from each partnership organization and establishing its roles*
- *Clarifying desired results*

DEVELOPING A SUCCESSFUL PROJECT: THE PROGRAM MODEL

The design of the program requires a careful analysis so that its results are those meeting the needs of both the business and the employees.

Business needs to see a combination of both long term

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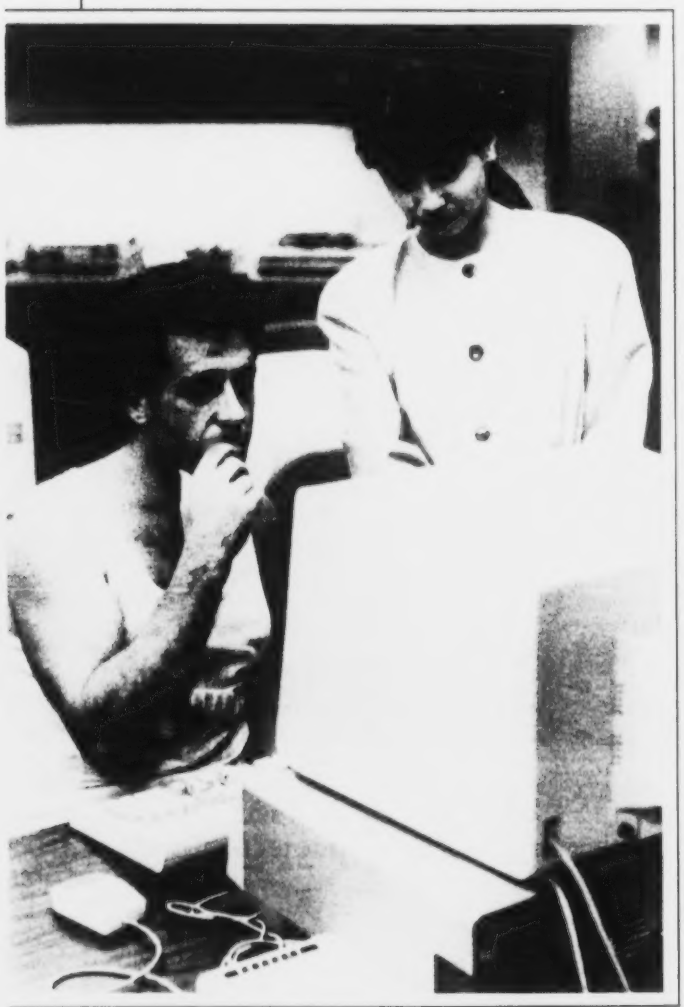

and more immediate results. The development of the individual as a whole person with broad reading and writing skills represents the long term needs. The more immediate results can be obtained through workplace productivity and improvement. Therefore, learning materials have to be job-specific. Once the employees have mastered the job-related literacy skills, they will have the opportunity to further develop their skills for self-enrichment and achieving their personal goals in life.

It is paramount to establish a measuring component to prove that both the individual and the business is receiving enhanced results. To build up credibility for the program it is important to measure tangible and intangible qualities of program results.

Needs of employees are different but equally important. They are the target group to reach. Therefore it is necessary to design the program to overcome barriers to participation, such as scheduling, second job, transportation, social stigma and child care. Unless the basic needs of employees are met, it would be difficult to motivate them to participate. Since the program calls for voluntary participation, employees have to see *what's in it for them* in order to be motivated. The key to motivation is to help employees set personal goals and to offer means to achieve those goals through the program.

Finally, the design of the model is also determined by the resources available. What kind of training facility is available? What kind of personnel support can you obtain? What financial resources will be provided? What is your budget for the program?

Once the program framework is established, then details of the program will all fall into place. Program features, instructional methods and materials are all dependent upon the target group and the needs of all parties concerned.

MARKETING THE PROGRAM

It is absolutely critical that marketing effort takes place before implementation. A common mistake is to launch into implementation thinking that everyone else will feel the same excitement as we do. The reality is that we may have an apathetic and/or unaware audience. Therefore, marketing efforts must take place to create awareness and to empower others. In marketing a literacy program, the following challenges must be addressed:

- *Market the program in other terms than a LITERACY program, due to the social stigma associated with illiteracy.*
- *Recruiting campaign should be both visual and verbal. Those who need the program CAN'T read written materials about the program; in case of immigrants, written materials should be in their languages.*
- *Ensure that marketing does not stop at the top management level. Every level of management must be informed and involved so they can support their employees to attend and continue. First line supervisors are especially important to reach since they are in direct contact with employees who need the program.*
- *Set specific goals for recruitment:*
  - — target departments with strongest needs;
  - — number of employees from each department to be recruited;
  - — number of employees for each module (ESL, Basic Skills & GED).

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- *Examples of marketing efforts:*
  - initial program kick-off/press conference;
  - continuous program open house;
  - verbal presentation to group of employees;
  - direct one-to-one recruitment;
  - word-of-mouth by program participants;
  - referrals by managers;
  - brochures and flyers in various languages;
  - avoid sensitive language, such as "literacy".
- *Marketing must also extend to those not in need of the program. Primary reason is for them to show compassion rather than to ridicule those who may need the literacy program.*

IMPLEMENTATION

Recruit key staff for program

The key staff should be involved from the onset of the project. The number of additional staff should only be added as the project expands. Training should be provided to key staff both at the beginning and also on an ongoing basis.

Recruit & train volunteer tutors

- Volunteer tutors are the keys to the success of the individual tutorial program. The business organization can provide a wealth of tutors who share a common background with the participants and are able to relate to the participant's job-related needs and interests.

- Local volunteer service referral and tutor training agencies, as well as various community organizations are also possible sources for volunteer tutors.

- The tutors' personality, desire to help others, patience and other desirable attributes should be considered in the selection. Adequate training should be provided to volunteer tutors before assignment of students. Tutors should be matched up with employees carefully.

Set up training site

The training site should be selected and set up with the following criteria:

- *easily accessible;*
- *away from the main traffic area to allow for privacy;*
- *permanent location;*
- *parking validation available;*
- *comfortable and inviting to learn;*
- *ample lighting, good ventilation, an informal furniture arrangement, refreshment corner, etc.;*
- *open-door policy and convenient opening hours.*

Develop workplace curriculum

The following materials should be reviewed and incorporated into the instructional curriculum:

- *printed materials about the company;*
- *Operation manuals, reports and forms, signs and other forms of written materials;*
- *training materials used by that business;*
- *published materials on adult basic education, and English as a second language;*
- *computer software designed for adult literacy training.*

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Set up instructional programs

In setting up the instructional programs, the following should be considered:

- *training priority;*
- *student availability;*
- *training facility availability;*
- *instructor/tutor schedules;*
- *program modules, instructional methods, materials;*
- *evaluation methods.*

Determine measurable results

- *what can be measured to benefit BOTH employee and business?*
- *learning results may be reflected in employee retention, promotion, safety records and attendance.*

Evaluate program effectiveness

- *measure improvement in individual learning;*
- *measure improvement in job performance;*
- *track employee promotion, retention and attendance;*
- *monitor progress of participants by staff and external evaluator;*
- *discuss issues and share information at Advisory Council meetings;*
- *obtain feedback from managers and participants.*

Ongoing implementation activities

- *recruit and train volunteer tutors;*
- *recruit new participants for the program;*
- *modify and further develop the workplace curriculum;*
- *gain support from management;*
- *provide feedback.*

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THE PRODUCT — PROGRAM MODEL

SPECIAL PROGRAM FEATURES

These features were designed keeping in mind the needs of employees:

- *Individual Programs of Instruction* — To meet the individual learning needs of participants.
- *Practical and Job Related Materials* — To make learning relevant, interesting and immediate to their job duties.
- *In-House Training Location* — To encourage participation by easy access.
- *In-House Instructor and Tutors* — To accommodate participants at all times.
- *Flexible Scheduling* — To allow participants to attend the program at their most convenient times.
- *Open Entry/Open Exit* — To enable participants to join and exit the program at their own wish.
- *Confidentiality* — To encourage more participants to enroll in the program by maintaining strict confidentiality, if requested.

PROGRAM MODULES

English as a Second Language (ESL) — The ESL module is designed for employees whose native language is not English and whose proficiency in English is limited. This module aims at increasing the employees' English proficiency as related to their jobs and every day life. Instruction focuses on oral communication, reading, cross-cultural understanding and vocabulary development.

Basic Skills in Reading, Writing and Math — The Basic Skills module is designed to improve employees' literacy skills beyond the *functionally literate* level so they may perform more competently on their jobs. Focus is placed on job-related reading and writing tasks, and problem-solving skills. Employees who have mastered basic reading, writing and math skills can further enhance their skills through more advanced reading and writing programs.

General Educational Development (GED) — The GED module is designed for employees who have not graduated from high school and want to obtain a High School Diploma by taking the GED examination. Employees prepare for the exam with assistance and guidance from project tutors. They are expected to spend a reasonable amount of time to study for this examination.

INSTRUCTIONAL APPROACHES

Individualized Tutorials — Some employees attend individualized programs of instruction based on their interests and needs. Usually they come for tutorials on their own time, and may spend months in the program working on different modules. They are allowed to set their own learning goals and learn at their own pace. Project tutors are available to provide individualized tutorials at times most convenient to participants. Individualized tutorials are found to be most effective in bringing about long-term results.

Group Instruction — Some employees attend short-term training classes focused on job-related literacy skills necessary for better job performance, such as oral communication skills training. Usually classes are set up per request of managers who send their employees to classes during working hours. Sometimes classes of general interest, such as speech improvement, are also set-up at the request of employees.

Computer-Assisted Instruction (CAI) — Some employees make use of computer-assisted instruction to supplement their individualized tutorials. Software packages on reading, writing, spelling, math, G.E.D. preparation and phonics are available to employees for independent studies with supervision from project tutors. CAI has generated great interest from among employees. Although CAI is not intended to teach computer literacy, employees working on CAI programs are able to learn keyboarding skills and gain confidence in working with a computer.

INSTRUCTIONAL MATERIALS

Job-Specific Materials — Relevant, practical materials related to the employee's job are used. These include job-related vocabularies and situations, Sheraton training materials, posters and signs, forms and reports, safety handbooks, etc. These materials are acquired from the Sheraton, as well as from the Western Curriculum Coordination Center at the University of Hawaii-Manoa. Other instructional materials include published materials on adult literacy education and English as a second language.

Curriculum Development — A special Job-Specific Literacy Skills Curriculum has been designed to address the needs of hotel industry employees. This competency-based curriculum identifies the literacy functions required by employees on their job and suggests resources and activities to teach these literacy functions. The curriculum is divided into different general modules, such as Guest Satisfaction, Safety and Security, Hotel Policies and Employee Relations, and includes department-specific modules such as Housekeeping, Stewards, Kitchen, Food and Beverage and Laundry.

From the curriculum, project staff develop individualized programs of instruction for tutorials, as well as course outlines for classes.

MEASURABLE RESULTS

Measurable results are important as they reflect whether the needs of business and individual have been met by the program.

IMPROVEMENT IN ATTITUDE AND JOB PERFORMANCE

A very significant achievement of program participants is the gain in self-confidence and self-esteem. Feedback from supervisors and managers indicates the following:

PERFORMANCE AREA	RESULTS
Work Attitude	*71% improvement*
Attendance	*64% improvement*
Confidence about speaking up at work	*69% improvement*
Confidence on overall job performance	*64% improvement*
Work relations with co-workers	*62% improvement*
Safety practices	*49% improvement*
Work efficiency	*56% improvement*
Application of Sheraton Guest Satisfaction Principles	*62% improvement*
Job productivity	*59% improvement*
Quality of work	*61% improvement*
Loyalty	*54% improvement*

(based on a sampling of 61 participating employees)

INCREASE IN ADVANCEMENT OPPORTUNITIES

The program has provided opportunities for employees to move upwardly and laterally. Feedback from supervisors and managers based on a sampling of 61 participating employees indicates that 69% of surveyed employees are more promotable as a result of the program. To date, 6 employees have been promoted within the company. In addition, 4 have enrolled in community colleges, and 2 have received their high school diploma (G.E.D.).

IMPROVEMENT IN LITERACY SKILLS

According to feedback from supervisors and managers, improvement has been observed in the following areas:

Job-related writing skills	*16% improvement*
Job-related reading skills	*16% improvement*
Job-related speaking skills	*56% improvement*
Job-related listening skills	*53% improvement*

(based on a sampling of 61 participating employees)

PARTICIPANT'S PROFILE

The program is offered to the employees of participating hotels free of charge. A total of 338 employees have participated in the program. A majority of the participants come from entry-level positions of the organization, such as Housekeeping, Steward, Kitchen and Laundry. Most of them are non-native English speakers from Asian countries, such as the Philippines, the People's Republic of China, Hong Kong, Korea and Vietnam. Although their English language proficiency may be limited, many of them are well-educated in their own countries.

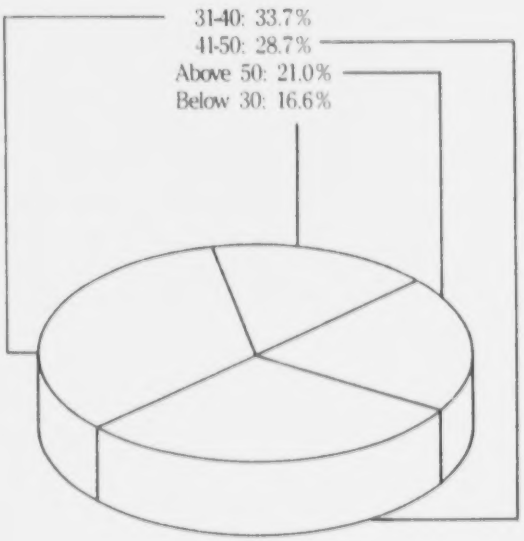
The participants come from all age groups with different lengths of employment with the company. This suggests that the demand for the program comes not only from younger and newly-hired employees, but also from the old-timers as well.

Though many participants are highly motivated to learn, there are several barriers to learning that the program must overcome. Due to the nature of the hotel industry, most employees work on an "on-call" status with very irregular schedules. Additionally, many employees are unable to attend the program due to family obligations or second jobs. Although they would like to attend the program, very often they cannot make themselves available.

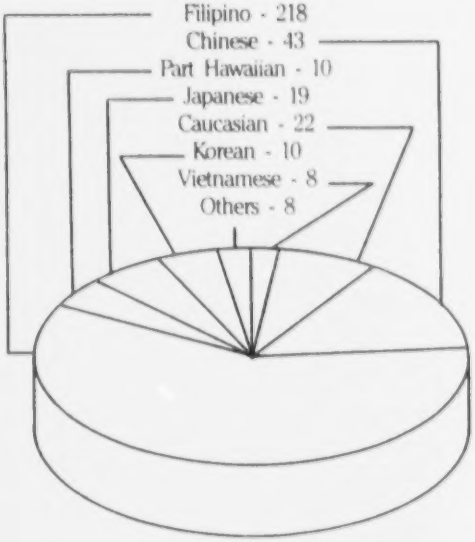
To address these barriers, some managers have allowed their employees to attend classes during working hours. Employees are also allowed to set up their own training schedules. The open entry/open exit policy also gives employees the flexibility to join the program at anytime they wish. The SUCCESS Learning Center with tutors available all the time helps accommodate *drop-in* students during the day.

PARTICIPANT PROFILES CHARTS

BY AGE

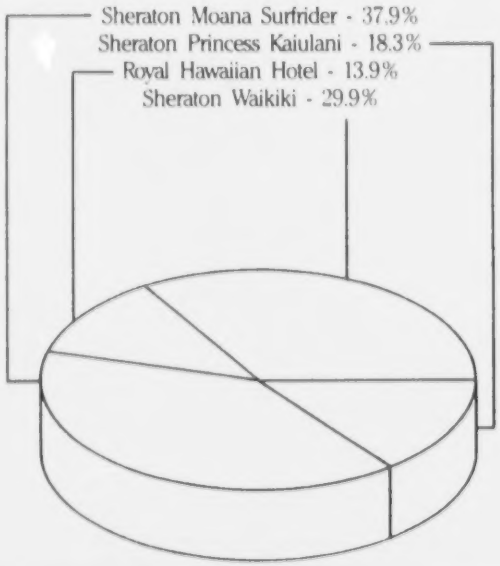


BY ETHNICITY

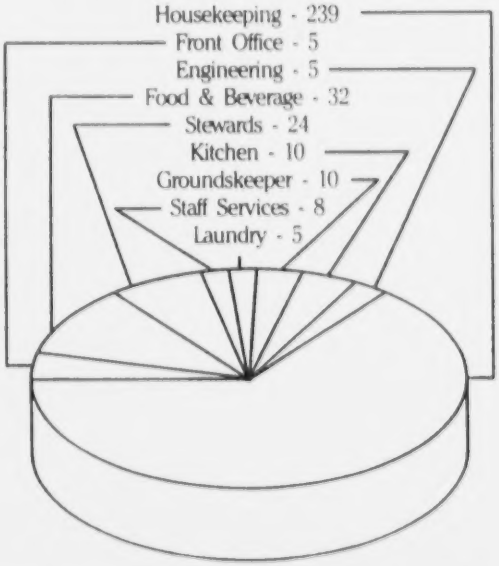


. . . a total of 338 employees participated . . . most of them are non-native English speakers from Asian countries . . . from all age groups . . .

BY HOTEL



BY DEPARTMENT

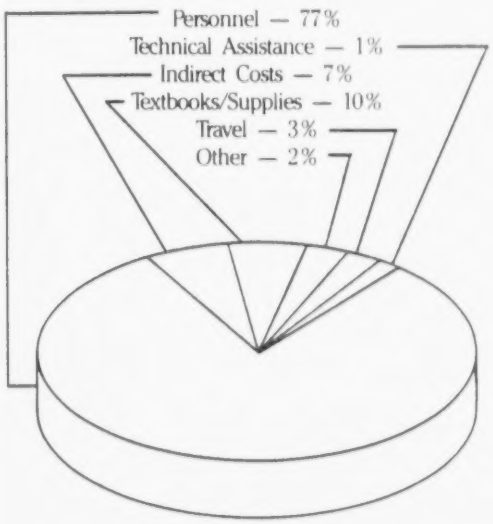


FUNDING INFORMATION

Funding for this project comes primarily from ITT Sheraton Hotels in Hawaii-Japan and the United States Department of Education, Office of Vocational and Adult Education, as well as from the University of Hawaii-Manoa.

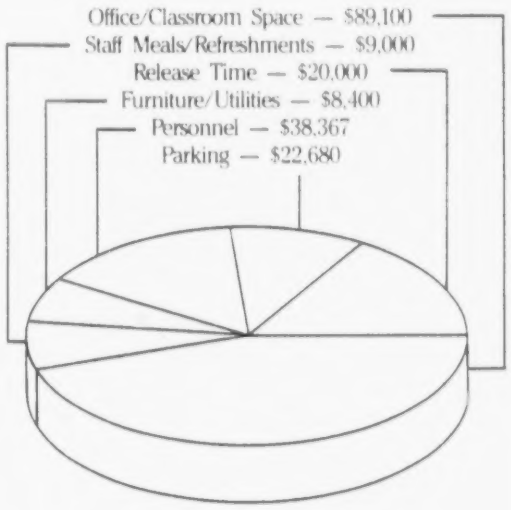
Federal Funding — Federal funding for the project was made through a grant under the National Workplace Literacy Program from the United States Department of Education, Office of Vocational and Adult Education, from the period of October 1, 1988 to December 31, 1989. A no cost extension was granted in January 1, 1990 to extend the project until June 30, 1990. The actual instruction period was from February 1989 to April 1990.

The budget as awarded is summarized below:



TOTAL FEDERAL FUNDING — $189,056.00

Sheraton's Contribution — ITT Sheraton Hotels in Hawaii-Japan provided matching in-kind contributions to the project as summarized below:



TOTAL SHERATON CONTRIBUTIONS
$187,547.00

University of Hawaii-Manoa Contribution — The University also provided matching in-kind contributions in personnel, office space, equipment, furniture and other technical support to the project.

ROLES OF PERSONS INVOLVED

ADVISORY COUNCIL

The Advisory Council is made up of a group of experts selected from different fields who advise project staff on matters regarding the successful operation of the project, and who provide expertise and assistance in project implementation. Meetings are held regularly at the hotel.

The following are the main roles of the Council:

- *Gain support and assistance in public relations efforts.*
- *Promote the project.*
- *Provide feedback from the community.*
- *Provide various resources to the project.*
- *Provide advice and technical expertise for project implementation.*

PROJECT DIRECTOR

Dr. Lawrence Zane, University of Hawaii

The Project Director from the University oversees the management of the project and provides assistance to the project staff as needed. He also plays a key role in maintaining a good working relationship with hotel management.

- *The Project Director has extensive background and experience in adult/vocational technical education, as well as in managing Federal grants and contracts, and in developing partnerships with government, labor, business, industry, agricultural and education.*
- *The University of Hawaii-Manoa provides continuous administrative support to the Project Director throughout the project period.*

PROJECT COORDINATOR

Ms. Anita K.S. Li, University of Hawaii

The Project Coordinator is responsible for the management, administration and implementation of the project. Some of the duties include: gaining commitment and support from hotel managers; recruiting employees into the program; providing instruction; setting up training classes; evaluating project outcomes; providing feedback to management; maintaining the volunteer tutor network; recruiting, training and supervising project staff; maintaining training records; producing various reports; acting as liaison between project administration and hotel; promoting the program; gaining support from local community organizations, etc.

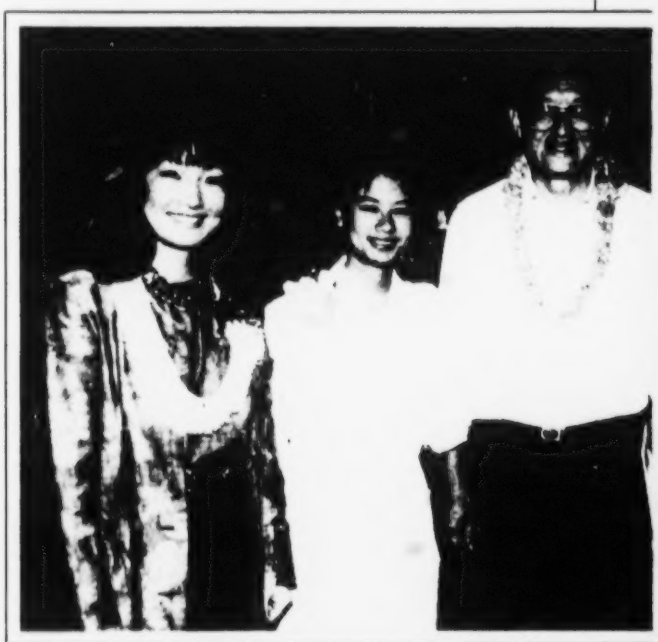
- *The Project Coordinator gets along well with hotel management and develops good rapport with participants.*
- *The Project Coordinator has strong background and experience in vocational education and the hospitality industry.*

COORDINATOR ITT SHERATON

Ms. Akiko Takahashi, Regional Manager
Human Resources, Hawaii-Japan Division

The Project Coordinator Counterpart assists the Project Coordinator by gaining support and commitment from Sheraton management and acting as the liaison between Sheraton and the project.

- *As the Regional Manager for Human Resources for ITT Sheraton Hotels in Hawaii-Japan, the Project Coordinator Counterpart is in a leading position to facilitate the project implementation and to gain commitment from all levels of the organization.*



INSTRUCTORS

The instructors are responsible for providing instruction to program participants. The full-time instructor's duties include assessing learning needs, selecting materials; designing individualized programs of instruction; designing course outlines; scheduling tutorials and classes; evaluating participants' progress; providing follow-up; supervising tutors; etc.

Besides a full-time instructor, the project also recruits volunteer instructors to teach specific classes. Volunteer tutors

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are recruited from the volunteer organizations, the University, the hotel, as well the McKinley Community School for Adults.

- *Full-time instructor is available in-house.*
- *Volunteer instructors with expertise in various subject areas such as groundskeeping, ESL and adult education add strength to the project.*

TUTORS

The tutors are responsible for providing individual tutorials to participants. Volunteer tutors are recruited from the hotel as well as from various community organizations such as Hawaii Literacy, Inc., and the Oahu Retired Teachers Association and the American Association for Retired Persons. In addition to volunteer tutors, the project also recruits part-time tutors from the University to work at the learning center at hours when volunteer tutors are not available.

- *Support services such as parking and free meals are provided to volunteer tutors.*
- *Program orientation and regular training are provided for all tutors.*

EXTERNAL EVALUATOR

The external evaluator is responsible for evaluating the project and assisting in the development of the evaluation plan and various evaluation instruments.

- *The external evaluator works closely with project staff on a continual basis from the beginning of the project.*
- *The external evaluator is able to evaluate project outcomes in an effective manner.*

SHERATON MANAGEMENT

The role of management includes: gaining support and commitment for the program; providing resources such as training facility and personnel; offering supporting services to employees who attend the program; publicizing the program; promoting business/education partnerships.

The roles of the department managers include providing support and encouragement to employees in the program; promoting the program to employees; assisting in the scheduling of classes during working hours; providing feedback to project staff; assisting in the follow-up of employees; and recruiting volunteer tutors.

- *Top management are very supportive of the program. Top executives are represented on the Advisory Council.*
- *Training Directors of participating hotels play an important role in communicating the program to department managers and in recruiting new participants.*

- *Department managers are cooperative and supportive of the program. They offer assistance such as recruitment and follow-up, and help in scheduling employees to attend the program.*

SHERATON EMPLOYEES

The roles of employees include providing support and encouragement to fellow employees who participate in the program. Successful recruitment of participants largely depends on the supportive spirit of the employees and their positive attitude toward the project.

The participants of the project have to be committed to learning. Their success is directly related to their commitment to better themselves and the time and effort they put into the program. The project's voluntary participation policy relies heavily upon the participant's motivation to learn.

- *Some employees show their concern and support by volunteering as tutors.*
- *Employees help publicize the program through word-of-mouth.*
- *Two employee participants are represented on the Advisory Council to provide suggestions and feedback from employees' point of view.*

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ACKNOWLEDGEMENTS

The Project Director and Coordinator from the University of Hawaii gratefully acknowledge the assistance and cooperation of the many individuals who have provided invaluable services and without whom this project could not have been successfully accomplished.

Special thanks are due to:

VOLUNTEER TUTORS

Mr. Daniel Bender
Ms. Abbie Chang
Ms. Lannete Ching
Ms. Gerri Digmon
Ms. Barbara Dworshok
Ms. Margaret Enyedy
Ms. Lani Fleming
Ms. Randi Flinn
Ms. Kimiyo Fujioka
Mr. Yeuell Harris
Mr. Matthew Huyck
Ms. Pearla Kouchi
Ms. Faith Lai
Mr. Andrew Lum
Mr. Roland Malone
Ms. Mary Miyamoto
Ms. Ernestine Munei
Ms. Dawnyette Sheldon
Ms. Bonnie Silva
Ms. Ann Swan
Ms. Lynn Taves
Ms. Tina Terada
Ms. Violet Todoki
Ms. Laura Warjonen

ORGANIZATIONS

- American Association for Retired Persons
- The Governor's Council for Literacy
- The Governor's Office of Children and Youth
- Hawaii Literacy inc.
- Hawaii State Department of Education, Adult and Early Childhood Section
- Hawaii State Department of Education, Language Section
- National Network for Curriculum Coordination in Vocational and Technical Education — Western Curriculum Coordination Center
- Oahu Retired Teachers Association

INDIVIDUALS

- Mr. Daniel Au, *College of Education, University of Hawaii-Manoa*
- Mr. Tony Barlett, *Sheraton Newsletter Editor*
- Ms. Sue Berg, *The Governor's Council for Literacy*
- Ms. Nancy Smith Brooks, *United States Department of Education, Office of Vocational and Adult Education*
- Ms. Rosemary Burnett, *Curriculum Consultant*
- Mr. Tim Dolan, *Job Preparation Language Program*
- Ms. Lynn N. Fallin, *Director, The Governor's Office of Children and Youth*
- Mr. Nobu Higa, *Administrator, Adult and Early Childhood Education Section, Hawaii State Department of Education (Retired)*
- Dr. Lawrence Inaba, *Hawaii State Director for Vocational Education (Retired)*
- Ms. Lani Kiesel, *Leeward Community College*
- Dr. Pamela Kimura, *Consultant on Workplace Literacy Assessment*
- Ms. Faith Lai, *American Association of Retired Persons*
- Ms. Alice Mitchell, *McKinley Community School for Adults*
- Ms. Stephanie Marn, *ITT Sheraton Hotels in Hawaii*
- Mr. Jon Nakasone, *Computer Specialist, University of Hawaii-Manoa*
- Ms. Sarah Newcomb, *United States Department of Education, Office of Vocational and Adult Education*
- Ms. Naomi Okinaga, *Computer Specialist, University of Hawaii-Manoa*
- Ms. Alison Oura, *Sheraton Waikiki Hotel*
- Ms. Jane Pang, *Oahu Retired Teachers Association*
- Mr. Mark Takemoto, *Hawaii Institute of Tropical Agriculture and Human Resources, University of Hawaii-Manoa*

The Project Director and Coordinator would also like to thank the entire project staff for their hard work and contributions to the project.

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Ruth Mahuka
Jennifer Maligro
Robert Miller
Juliet Narifusa
Eiko Niimi
Jason Reardon
Thomas Riddle
Stella Satake
Chung Shun Tam
Debora Tauiliili
Gwen Tauiliili
Maureen Tito
Dalia Urata
Yip Hung Wong
Lyanne Yano

COOPERATING AGENCIES

The Project has gained support and assistance from the following agencies:

American Association of Retired Persons
The American Association of Retired Persons is the nation's largest organization of Americans aged 50 and over. It serves this population's needs and interests through legislative advocacy, research, informative programs and community services provided by a network of local chapters and experienced volunteers throughout the country. The organization provides volunteer tutors to the SELPH-SUCCESS project.

The Governor's Council for Literacy
The Governor's Council for Literacy is an alliance of government, business, labor and literacy, and English as a Second Language programs which develops literacy partnerships, programs and policies. The goals of the Council include the support of existing programs and the developing of workplace literacy programs. The Council spotlights the SELPH-SUCCESS project as a model Workplace Literacy Partnership program to businesses, industries and labor unions of Hawaii.

The Governor's Office of Children and Youth
The Governor's Office of Children and Youth has taken the lead in focusing on strategies to address the needs of under-educated adults and their families. In addition to supporting of workplace literacy partnership programs, the Office of Children and Youth supports the coordination of community and family literacy projects.

The Oahu Retired Teachers Association
The Oahu Retired Teachers Association is made up of retired educators of Oahu. The organization serves its members' needs and interests through various programs, meetings and workshops. Members are also involved in various community services projects. The organization provides volunteer tutors to the SELPH-SUCCESS project.

Hawaii State Department of Education
Adult & Early Childhood Section
The mission of the Adult and Community Education Program is to provide basic remedial and continuing education opportunities to the adult population of Hawaii. The program consists of instructional activities of below college level, as authorized by Chapter 31, Hawaii Revised Statutes.

The broad goal of the Adult and Community Education Program is the promotion of intellectual, economic and cultural development of adults and, by this, the enhancement of the quality of life for all the people of Hawaii.

The principal of the McKinley Community Schools for Adults has been involved with the SELPH-SUCCESS project as a member of the Advisory Council.

Hawaii State Department of Education,
General Education Branch, Languages Section
The Languages Section, General Education Branch of the State Department of Education provides educational services to assist students whose native language is not English through the state funded Program for Students of Limited English Proficiency (SLEP) and various Title VII Bilingual Education projects. The parents of the SLEP encourage students to participate in project activities and provide a supportive learning environment at home. The Educational Specialist, Bilingual Education (Title VII SEA Bilingual Coordination Project) has been involved with SELPH-SUCCESS as an Advisory Council member and provided technical assistance and support to the program.

The Western Curriculum Coordination Center (WCCC)
The Western Curriculum Coordination Center is one of the six regional centers of the National Network for Curriculum Coordination in Vocational and Technical Education (NNCCVTE). The NNCCVTE provides an orderly system to share information and curriculum materials with instructors, administrators and curriculum support personnel in vocational education, government, labor, business, industry and agriculture.

The Center functions include: 1) Collection and dissemination of information on available materials; 2) Collection and dissemination of information on curriculum development activities; 3) Curriculum needs assessment; 4) Coordination of curriculum development activities; 5) Provision of technical assistance; 6) Dissemination of monthly lists of curriculum acquisitions and abstracts.

Family Literacy Fund
Through the efforts of the Governor's Council for Literacy, the Family Literacy Fund was established in 1989. The Fund was endowed as a component trust fund in the Hawaii Community Foundation through a gift from Aloha United Way. A pledge of funding from the Hawaii Community Foundation has enabled the Fund to invite a grant-making program to promote family literacy in Hawaii.

FOR MORE INFORMATION

SUCCESS PROGRAM

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ITT Sheraton Hotels in Hawaii-Japan
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Honolulu, Hawaii 96815
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NATIONAL WORKPLACE LITERACY PROGRAM

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Program Officer
National Workplace
Literacy Program
United States Department
of Education
4521 Switzer Building
400 Maryland Avenue, S.W.
Washington, D.C. 20202-7242
Telephone: (202) 732-2269

ADDITIONAL RESOURCES

Adult Education and Literacy

Clearinghouse on Adult Education and Literacy
United States Department of Education
Division of Adult Education & Literacy
400 Maryland Avenue, S.W.
Washington, D.C. 20202-7420

Curriculum in vocational and technical education for workplace literacy

The National Network for Curriculum Coordination in Vocational and Technical Education
Western Curriculum Coordination Center
University of Hawaii, College of Education
Wist Hall #216
1776 University Avenue
Honolulu, Hawaii 96822
Telephone: (808) 956-6496

Literacy efforts and literacy service providers in Hawaii

Governor's Council for Literacy
P.O. Box 3044
Honolulu, Hawaii 96802
Telephone: 1-800-342-2577

Tutor Training and tutor resources

Hawaii Literacy Inc.
200 N. Vineyard Blvd.
Honolulu, Hawaii 96817
Telephone: (808) 537-6706

Business/Union partnerships

AFL-CIO
Human Resources Development Institute
815-16th Street, N.W., #405
Washington, D.C. 20006

ITT Sheraton
HAWAII JAPAN DIVISION

UNIVERSITY OF HAWAII